

LEARNING DEVELOPMENT OFFICE

REPORT
1985 - 1989

CONCORDIA UNIVERSITY

INDEX

	PAGE
1985-1989 and Beyond	2
Staff	4
Evaluation	5
Teacher and Course Evaluation	5
Possible projects	5
Portfolio Development and Evaluation	5
Alternative methods of evaluation	6
Improving the evaluation printouts	6
Interpreting evaluation results	6
Program or departmental reviews	6
Curriculum review and development	6
Exporting our Evaluation Services	6
Tables 1 to 4	7 - 10
Consultations	11
Teaching Development Service	11
Short-term Consultations	11
Departmental Teaching Improvement	12
Workshops	12
Newsletters	13
Teaching Development Grants	15
Workshops	16
Library and Reading Room	18
National Faculty Exchange	19
Special Projects	20
Videotape Library	20
Quality of Faculty Work Life Survey	20
Professional Activities of Staff	21
Appendix I: The Teaching Development Service	24
Appendix II: Teaching Development Grants 1986	25

1985-1989 and Beyond

The mandate of the Learning Development Office, established in 1974, is to support and encourage to all faculty, both full-time and part-time, to evaluate and to improve the quality of teaching and learning at Concordia.

In meeting this goal we work with individuals and departments to design, develop, and implement teacher and course evaluations. We provide confidential consulting on teaching using an intensive process which includes interviews, in-class observations, videotaping and student questionnaires. We respond to requests from faculty for information on various aspects of teaching and learning, and we maintain a small professional library of books and research articles on teaching and learning in higher education. We offer workshops ranging in length from two hours to four days on a variety of topics and regularly publish a newsletter for the faculty. When funds have permitted, we have administered the program for Teaching Development Grants. We also manage Concordia's participation in the National Faculty Exchange program, a professional renewal opportunity open to administrators and staff as well as faculty. Special research or development projects are undertaken in response to identified needs as resources permit.

While working within a fixed budget over the last four years we have increased the number of courses we evaluate, the number of questionnaires we process, and the number of departments with which we work. We have maintained or increased the level of our consultation services, workshops, and newsletters.

We are proud of both the level and the quality of the services we have been able to provide for the faculty and of the contribution we have made to improving the quality of teaching and learning for Concordia students. All of this has been done with a very modest budget. Within that budget our first responsibility has been, and will continue to be, the maintenance, refinement and improvement of the services we are currently offering.

With a view to planning for 1989 - 1990 and beyond we believe it is necessary to take steps to clearly identify the place of teaching at Concordia. How is teaching recognized and rewarded in the University? What changes in structure, procedures or services can be implemented to increase the prominence of teaching? While this endeavour would certainly involve the Learning Development Office, it goes beyond us and involves the whole University.

In essence we are proposing that a study be done of the academic culture at Concordia with particular attention to determining the place of teaching in that culture. Studies like this at other institutions have revealed that faculty would like teaching to be given more value if it could be evaluated better. They also reveal that faculty have no conceptual frameworks within which to plan their teaching or to discuss student development. The issues also go beyond teaching. There is concern for faculty vitality in all aspects of their professional lives, including scholarship, research, as well as participation in administrative roles. The outcome of such a study would be a reasonably accurate picture of academic life at Concordia and proposals for making it even better.

Some priorities which seem quite clear from our perspective are: the establishment of an ongoing program to recognize outstanding teaching, the establishment of an ongoing program to support faculty in special efforts to improve their teaching, and the addition of professional staff to work with faculty in developing their teaching skills.

Our continued excellence as a University will depend on how much attention is directed towards supporting the development of our most precious resource - the faculty. This will require attention not only to **instructional development**, which focuses on teaching skills, course design and instructional method - one of Learning Development Office's major areas of activity. It will also require attention to **personal development**, to the recognition of faculty members as a unique people with different values, beliefs, strengths and weaknesses, and to the satisfaction of both their personal and career goals. Finally, it will require attention to **organizational development**, to the creation of a quality work environment which supports diversity while rewarding individuals for meeting personal and institutional needs.

August 1989

STAFF

1985-1989

Ronald Smith, Ph.D., Director of Learning Development Office

- Associate Professor in Education (1985 - present)
- Director of Adult Education [1985-1986 (Dec.)]
- On sabbatical (Jan. 1987 - June 1987)

Marjorie MacKinnon, M.Ed., Assistant Director of Learning Development Office (1985 - present)

- Educational Consultant
- Full-time
- Acting Director (Jan. 1987 - June 1987)
- 50% study leave (Sept. 1988 - present)

Judy Swedburg, Clerical

- 60% (September 1985 - June 1986)
- Teaching Consultant
- Part-time (Feb. 1989 - present)

Rita Nicholson-Morgan, Course Evaluation Coordinator

- Part-time permanent (May 1988 - present)

Lorna Elcock, Secretary

- Full-time (May 1988 - present)

Susan Rawlings, Clerical

- 60% (Sept. 1987 - present)

Norma DiGiglio, Secretary

- Full-time (1985-1986)
- Course Evaluation Coordinator
- Full-time (June 1987 - Feb. 1988)

Elizabeth Feger, Secretary

- Full time Replacement Secretary [1986-1987 (May)]

Norma Barnes, Clerical

- 60% (Sept. 1986 - 1987)

We also hire extra part-time temporary clerical/secretarial help during peak periods of course evaluation.

EVALUATION

Evaluation is a central part of our mandate and an integral part of our efforts to maintain and improve the quality of teaching and learning at Concordia.

Teacher and Course Evaluation

The design, development, printing, packaging, and processing of questionnaires to evaluate courses and teachers for improvement purposes and for personnel decisions, continues to be a major part of our work. Tables 1 to 4 indicate increases over the last four (4) years in all areas: the number of departments using our services, the number of courses being evaluated and the total number of questionnaires being used, which has grown to 174,000.

During the last 15 years the Learning Development Office has built up considerable expertise and resources in the area of evaluation. We have a substantial library on evaluation, we have files of possible questions and questionnaires, and we have an enormous data base of results from student evaluations. In addition, we have developed a package of sophisticated computer programs which permit the analysis and interpretation of individual results in a variety of contexts, for example, we can compare an individual course to all other courses taught at the same level, to other courses of a similar size, or to all other sections of the same course.

Each year we endeavour to make improvements to our services. During the last four years we have converted our procedures to using down-loaded files from the main frame to create the lists and labels for courses being evaluated. We continue to modify our procedures to make the system work better within the limited resources available. We acknowledge and appreciate the cooperation and fine service we have received from the computer center, distribution services, security and mail services in helping us manage over 4,700 evaluation packages each year.

It continues to be a source of disappointment to us that individuals and departments seem unwilling to develop and implement more comprehensive systems of evaluation. Student evaluation questionnaire data represent information from only one source (students) and on only a few aspects of teaching. While students certainly are an important source of data, and our current practice represents a significant improvement over previous procedures, we are ignoring many other sources of data (such as colleagues, alumni, administrators, and the professors themselves) and other aspects of teaching (such as the level and currentness of the content, the design of the course, the methods of evaluation of learning, the lasting impact of the course, the out-of-class activities related to curriculum and course development, and individual efforts at innovations and experimentation in teaching methods). Several of our possible projects address these concerns.

Possible Projects

Under this heading we indicate some of the projects we are considering implementing over the next two or three years. The decision to begin any particular project will be based on our assessment of the need for and interest in the project as expressed by individual faculty members or departments, together with the availability of appropriate staff and resources.

Portfolio Development and Evaluation. As a result of the recent merit review exercise in the University it is apparent that there is a need for some program to assist individuals (and committees) in the development and assessment of teaching portfolios. A survey of our most recent practices, together with

a review of the research and the practices at other institutions could provide the community with models, training and skills in this area in order to ensure that everyone can present their case clearly and cogently and that it can be reviewed accurately and fairly.

Alternative methods of evaluation. A review of recent research and practice, together with expert consultation, might lead to the development of some proposals in the area of teaching dossiers or growth contracts which could be used by individuals or departments on a pilot basis.

Improving the evaluation printouts. A survey of individuals and personnel committee members, together with a review of recent research, might provide information which could lead to other ways of analyzing the data and presenting the results.

Interpreting evaluation results. A series of workshops or seminars for individuals or departmental personnel committees could review all the information contained in evaluation printouts and explore how it can be interpreted to assist individuals in improving their teaching and to assist committees in making personnel decisions.

Program or departmental reviews. We could make contributions to departments or review committees in the areas of designing an evaluation project and in the collection, analysis, and interpretation of data.

Curriculum review and development. The enormous data bases of course evaluation results which we have collected over the years could provide useful information to decision makers in the review and development of curriculum. For example, the starting point for a curriculum revision could be the identification of courses which, seem to produce little learning, independent of the persons who are teaching them.

Exporting our Evaluation Services. As a result of growing experience and expertise in the area of developing and analyzing student questionnaires, we have worked with departments at McGill University, Champlain College, and Vanier College, and processed the evaluations for all of Marianopolis College. Our very limited resources prevent us from making any efforts to market our services in this area. For the time being we must be content to respond to requests as resources permit.

TABLE 1

Total Number of Courses Evaluated by Year

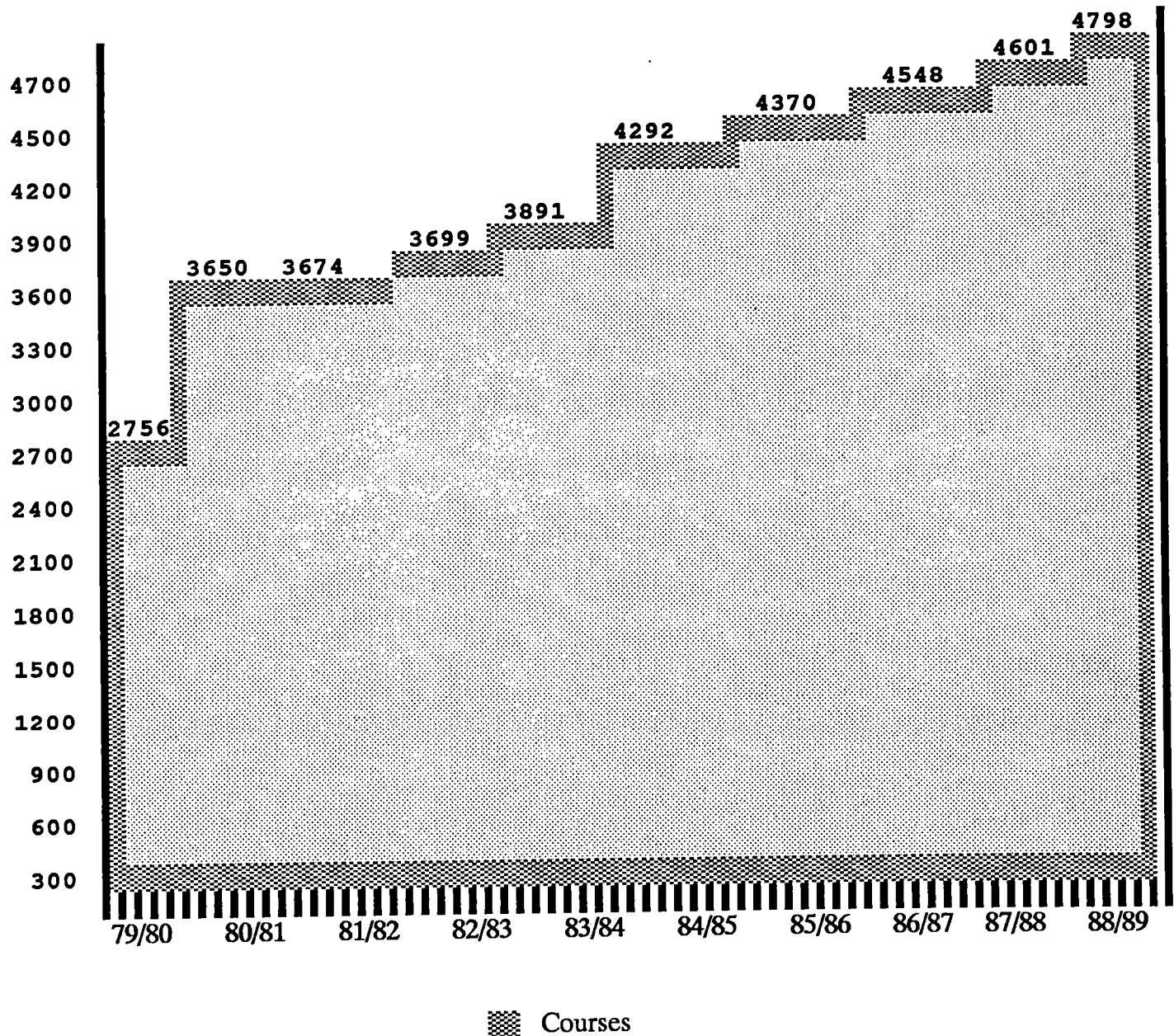


TABLE 2

Number of Departments Using Our Services Each Year

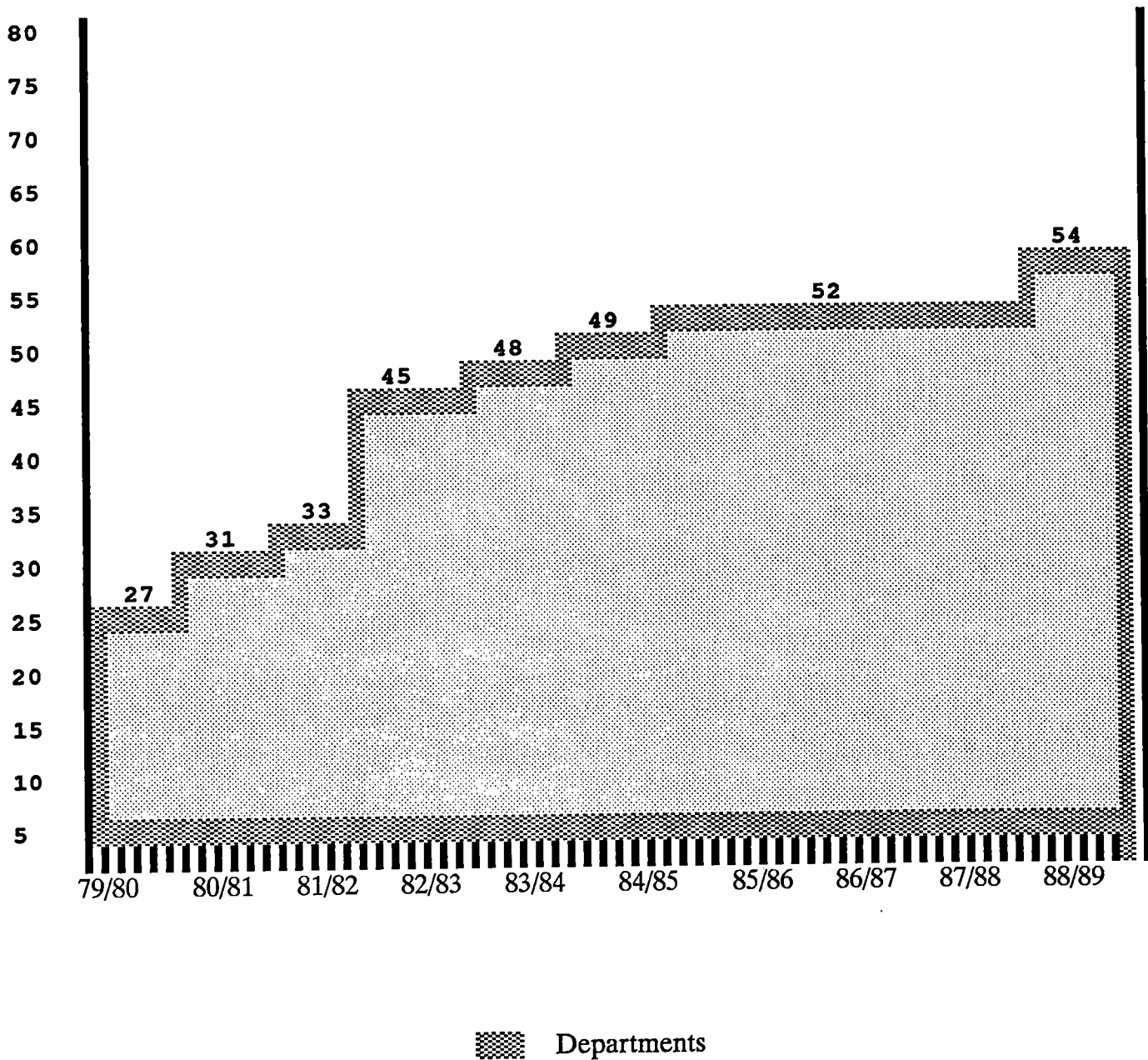
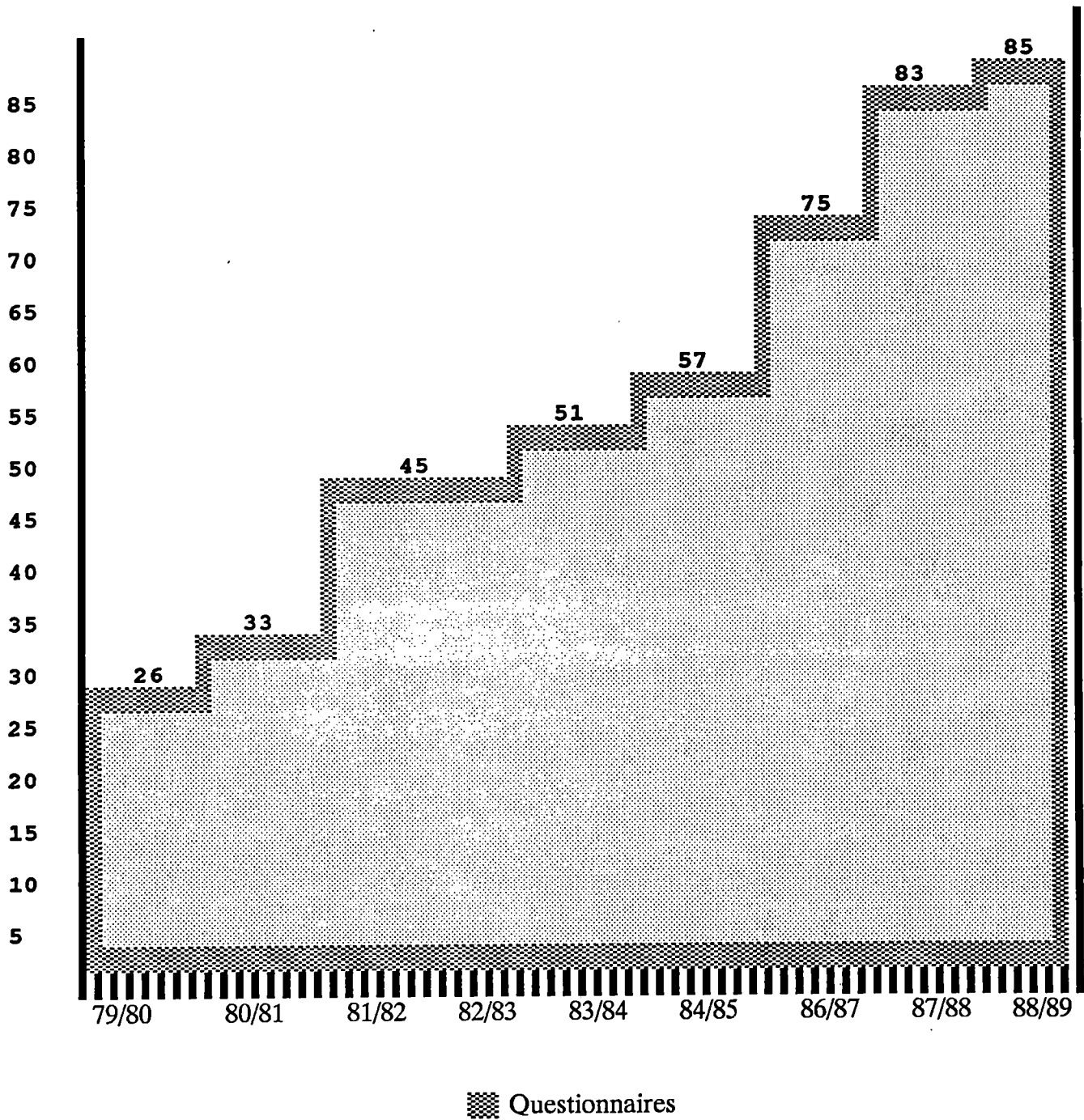


TABLE 3

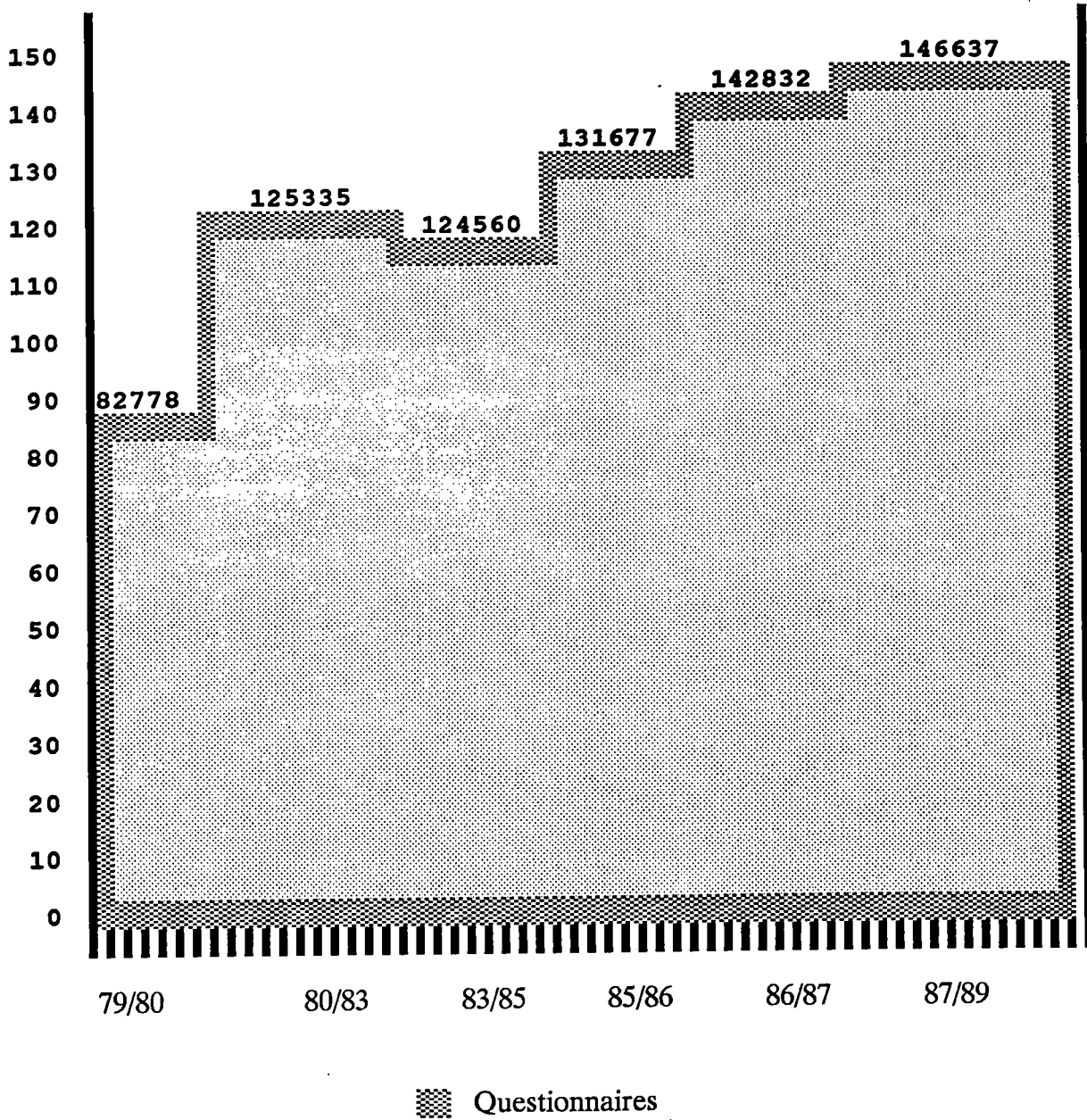
Number of Different *Questionnaires Used Each Year



*Several departments have more than one questionnaire

TABLE 4

Total Number of Questionnaires Used



CONSULTATIONS

A large portion of our time is spent working on a one-to-one basis with individuals or with groups of faculty on their specific issues of concern.

Teaching Development Service

The Teaching Development Service is the major consultation program we offer to individual faculty members who are interested in taking a careful and intensive look at their teaching. Originally developed at the University of Massachusetts, it has been adapted to meet the needs of Concordia faculty (see Appendix I for a more detailed description of the service). The program includes comprehensive data collection on individual teaching strengths and weaknesses using in-class observation by a trained consultant, student and faculty questionnaires, and videotapes of actual class sessions. Specific improvement strategies are developed collaboratively and implemented by the professor. Their impact is assessed at the end of the term. This is an individualized and strictly confidential service which requires a considerable amount of our time for each professor. However, we feel it is one of the most powerful aids we can provide to assist faculty in examining and improving their teaching.

Since the Service was instituted in 1976, we have worked with more than 134 professors in 176 courses.

1976-1985	96 professors in 131 courses
1985-1986	10 professors in 13 courses
*1986-1987	7 professors in 9 courses
1987-1988	11 professors in 11 courses
1988-1989	10 professors in 12 courses

Although the number of faculty who request and use the Teaching Development Service each year remains relatively small, the intensive nature of the work stretches the limits of our resources; hence without additional qualified staff we are unable to manage any higher usage. For the last four years we have had to put professors on a waiting list.

*From January to June 1987 the Director was on sabbatical. Teaching Development Services were reduced while the Teaching Consultant also served as Acting Director.

Short-term Consultations

These consultations, which represent a very important aspect of our work with faculty, are particularly difficult to report. Many faculty are either not prepared or unable to commit a large amount of time to working with us on their teaching. For those who have specific requests we are available by phone, or for meetings. Some requests are just calls for specific information. Others involve meetings with individuals to discuss some particular aspect of their teaching. Still others involve us in several meetings, sometimes with an entire department, to work on complex and involved issues, for example, a major curriculum revision. In one instance we were asked to serve as an expert witness in an arbitration concerning a teacher's competency.

Through visiting departments, holding open houses, and our newsletter, we keep the faculty informed about the range of services we can provide, often leading to an increase in the number of requests for consultations.

Departmental Teaching Improvement Workshops

To promote collegial discussions and moral support for teaching we have encouraged departments to make use of our services. Over the past four years the following sessions have been offered in specific departments and well attended:

- . Developing Course Outlines - Education.
- . Graduate Students' Seminars: Principles of Presentations - Political Science.
- . Managing Student Presentations - Education.
- . Communication in the Classroom - Computer Science.
- . The Joys and Sorrows of Teachings - Civil Engineering.
- . Setting Goals and Objectives - Civil Engineering.
- . Group Dynamics - Theatre.
- . Evaluation: Beyond the Student Questionnaire - Physics.

NEWSLETTERS

Our newsletter "Teaching & Learning" is published during the academic year. Its purpose is to provide faculty with information on educational issues and innovations in higher education as well as to provide a forum for discussion. Newsletters are regularly sent to all Concordia faculty, to 27 other institutions, as well as to many other individuals who have expressed an interest in the publication.

The newsletters published during 1985-1989 were:

September	1985	Setting Clearer Goals and Objectives by: Marjorie MacKinnon
October	1985	FINAL EXAMS - Measuring Student Learning by: Ron Smith
February	1986	How to Involve Learners in your Lectures by: Marjorie MacKinnon
August	1986	Preparing Course Outlines by: Marjorie MacKinnon
September	1986	Reflective Practice - Increasing Your Teaching Effectiveness by: Ron Smith & Fred Schwartz
November	1986	The Effects of Exam Anxiety on Grandma's Health by: Marjorie MacKinnon
January	1987	Guidelines for Improving Teaching by: Marjorie MacKinnon
February	1987	Encouraging Class Discussions by: Marjorie MacKinnon
March	1987	Women Receive a <u>Different</u> Education by: Elizabeth Morey
September	1987	Creating an Environment for Learning by: Marjorie MacKinnon
October	1987	Improving Student Communication Skills by: Marjorie MacKinnon
January	1988	Situational Teaching by: Ron Smith
February	1988	Student Writing Problems: Problems and Solutions by: Mary Mar, Guidance Services
May	1988	Professional Development Opportunities by: Marjorie MacKinnon

September	1988	Ways for Helping Students Succeed by: Marjorie MacKinnon
November	1988	Dealing with Academic Dishonesty at Concordia by: Marjorie MacKinnon
January	1989	Keys to Effective Instruction in Large Classes by: Marjorie MacKinnon
May	1989	Women as Learners: How Different are they? by: Lanie Melamed

TEACHING DEVELOPMENT GRANTS

The Teaching Development Grants Program was established in 1974. These small grants are awarded to encourage and support either individuals or groups of faculty to undertake activities designed to improve the quality of teaching and learning in classes at Concordia. The grants are awarded on the basis of a competition and the decisions are made by a representative committee appointed by the Deans, plus the Director and Assistant Director of the Learning Development Office.

The funds are provided through a special grant from the Rector.

The following people have served on the Selection Committee in 1986.

Division I	V. Zeman
Division II	N. Kyriazis
Division III	S. Dubas
Engineering	T. Stathopoulos
Fine Arts	G. Gibbons
Commerce	V. Baba
Learning Development	R. Smith
Learning Development	M. MacKinnon

In 1985-86 we received 30 applications for \$66,834.22 and awarded \$16,985 to 16 projects.

In 1986-87, 1987-88, and 1988-89 no funds were made available for grants.

A list of the people who received grants in 1985-86 and a brief description of their projects are contained in Appendix II.

WORKSHOPS

In addition to providing workshops to meet particular departmental requests (see: Departmental Teaching Improvement workshops, page 12), the Learning Development Office sponsors a wide variety of sessions for faculty and administrators. These workshops range in length from two hours to four days and address such concerns as faculty evaluation, teaching effectiveness, and professional development.

June 1, 1985 - May 31, 1989

- "WordPerfect" "WordStar" for faculty & administrators
- Basics of Classroom Management
by Marjorie MacKinnon, Learning Development Office
- Managing Effective Student Presentations
by Irene Devine, Department of Management, Concordia University
- Learning Styles and University Teaching
by Ronald Smith, Learning Development Office
- Managing Effective Student Presentations
by Irene Devine, Department of Management, Concordia University
- Test Construction Workshop - Objectively Scored Tests
by Patricia Cranton, McGill University, Center for University Teaching and Learning
- Test Construction Workshop - Subjectively Scored Tests
by Patricia Cranton, McGill University, Center for University Teaching and Learning
- Managing Effective Student Presentations
by Irene Devine, Department of Management, Concordia University
- Understanding and Using your Course Evaluation Printouts (offered twice)
by Ronald Smith, Learning Development Office
- Evaluating Teaching for Personnel Decisions
by Dr. Peter Cohen, University of Texas
- Reflective Practice
by Ronald Smith, Concordia University, and Fred Schwartz, Vanier College
- Developing Thinking Skills*
by Fred Rosenveig, Dawson College
- Creative Problem Solving*
by Fred Rosenveig, Dawson College

*In conjunction with Lacolle Centre

- What you should know and do about Problem Students (offered twice) by Suzanne Belson, Nancy Doray and Nancy Torbit, Concordia University
- Situational Teaching
by Ronald Smith, Learning Development Office
- Microcomputer Data Managers: Spreadsheets, Databases.*
- The Chair's Role in Career Development
by Daniel Wheeler, University of Nebraska
- Taking Charge of Your Academic Career: What do you do next?
by Daniel Wheeler, University of Nebraska
- Faculty Vitality and Senior Administrators,
by Daniel Wheeler, University of Nebraska
- Dealing with Difficult Students by Suzanne Belson, John Relton, and Nancy Torbit, Concordia University
- Developing Critical Thinkers**
by Stephen Brookfield, Columbia University
- Women's Ways of Knowing**
by Mary Belenky, Lanie Melamed, Anne Stanton
- Connecting with Women's Ways of Knowing: The Implications for Personal and Professional Life**
by Mary Belenky, University of Vermont
- Curriculum Revision Process***
by Julian Patrick, University of Toronto
- Curriculum Revision Process***
by William Readings, Syracuse University and John Crowley, Syracuse University.
- Curriculum Revision Process***
by Gayle Goodman, Ministry of Education and Marilyn Wray, MacDonald High School.

*In conjunction with Lacolle Centre

**Co-sponsored with Lacolle Centre and Adult Education

***Co-sponsored with English Department

LIBRARY AND READING ROOM

Since the Office was first established in 1974 we have been collecting books, manuals, articles and research reports related directly to university teaching and learning. We currently have almost 400 items, a very respectable professional library for people concerned with higher education. The titles cover such areas as: teaching methods, evaluation, adult learning, career and faculty development.

The library is used as a resource for us in our work with faculty and our modest reading room is open to the university community during regular office hours. Concordia faculty, administrators and students are invited to visit it and may borrow books for short periods of time.

NATIONAL FACULTY EXCHANGE

The National Faculty Exchange program provides a central clearing house of exchange opportunity for faculty, staff and administrators from over 150 higher education institutions in North American and Australia. Concordia University joined the program in 1987 and is one of only three Canadian members.

In 1987-88 we had one faculty member come to Concordia University for a term. In 1988-89 we have arranged an exchange of faculty between Concordia University and University of North Carolina at Charlotte for a year, a one-month exchange of staff between Concordia University and University of Rhode Island, and another staff member has gone on exchange to California State Fresno for three (3) months.

This program represents a relatively low-cost development program for faculty, staff and administrators which supplements the other programs which are available. It is our expectation that as people get more familiar with the program, the numbers involved will increase.

SPECIAL PROJECTS

Videotape Library

Faculty often express the desire to see how others in their discipline teach. Yet, most are reluctant to enter their colleagues' classroom. In an effort to provide role models across disciplines, we are in the process of establishing a videotape library. Over the next few years we will be approaching the recipients of the John O'Brien Distinguished Teaching Awards with the request to videotape their classes at various points throughout the semester. These tapes will be used, both in workshops and in individual consultations, to demonstrate specific teaching skills.

Quality of Faculty Work Life Survey

In 1988-89, Learning Development Office initiated a Quality of Faculty Work Life Survey. This interview study, conducted by Dr. Morna Flood-Consedine, was designed to identify both positive and negative features of the work environment at Concordia University in terms of supporting and developing a satisfying and rewarding professional work life. Twenty-five (25) individuals from the different faculties, across all ranks, including chairs and associate deans were interviewed. A preliminary report has been written and circulated to all the participants for their reactions. In addition, meetings were held with three of the Deans to discuss the report.

We plan to use this report and the reactions to it as a basis for future planning in terms of programs and services which are offered to the University.

PROFESSIONAL ACTIVITIES OF STAFF

The staff of the Learning Development Office participate in Committees in the University and do presentations/workshops at various professional meetings and other universities or colleges in areas related to teaching and learning in higher education.

University Committees

Ronald Smith

- Distinguished Teaching Award - Faculty of Commerce and Administration (1987-88, 1988-89)
- Vice-Rector's Task Force on Adult Education (1985-86)
- Vice-Rector's Mature Students Co-ordinating Committee (1987-88)

Marjorie MacKinnon

- Employment Equity Committee (1986-87)

Presentations at Conferences

Ronald Smith

- April 1989 "Renewing Your Personal and Professional Life", Professional and Personal Development Day, York University.
- February 1989 "Examining your Management Assumptions and your Management Behaviors," Family Practice Program Management Conferences, Austin, Texas.
- April 1988 "Reflective Practice and Teaching Improvement", AERA, New Orleans.
- October 1987 "Reflective Practice: Increasing Teaching Effectiveness," POD, Texas.
- June 1987 "An Adult Education Perspective on Issues in Professional Development," CSSE, Hamilton.
- April 1987 "Latent and Manifest Functions of Student Evaluations," AERA, Washington.
- October 1986 "The Research Training Institute: A Model for Professional Development," POD conference. Pittsburgh.
- October 1986 "Helping the Perplexed Professor: A Case Study Revisited," POD conference, Pittsburgh.
- May 1986 "Learning style Theory: Implications for Helping Others Learn." 15th Annual Conference on Instruction in Library Use, Montreal.
- May 1986 "Importance of Professional Development," New Brunswick Community College, Moncton.
- April 1986 "Faculty Attributions about Critical Variables in Teaching Effectively." AERA, San Francisco.

October 1985 "Faculty Development: Issues & Problems." POD, Wisconsin.

Seminars and Short (Half-Day) Workshops

Ronald Smith

- January 1989 "Evaluating Teaching Effectively," Vanier College.
- October 1987 "Reflective Practice: Increasing Your Teaching Effectiveness," WestChester University.
- October 1987 "Workshop for New Faculty: Effective Teaching," WestChester University.
- May 1987 Faculty Evaluation and Development, Vanier College Administrators.
- April 1987 "Metaphors for Teaching Dentistry." Faculty of Dentistry Professional Development Seminar. McGill University.
- December 1986 "Issues in Clinical Teaching: Feedback." Faculty of Dentistry Professional Development Seminar, McGill University.
- October 1986 "Improving Lectures: Research to Practice." Faculty of Dentistry Professional Development Seminar, McGill University.
- March 1986 "Actively Involving Students in the Classroom." National Education Conference, Montreal.
- January 1986 "Situational Teaching." Centennial Academy Professional Day.

Workshops and Courses (one day or longer)

Ronald Smith

- Reflective Practice: Dealing with Difficult Problems in Teaching and Consulting. One day Professional Development Workshop POD Conference Oct 1988, Colorado.
- Dealing with Difficult Problems in Clinical Teaching. Two 2-day professional development workshops for Physical and Occupational Therapists, March, April 1988, McGill University.
- Reflection, Theory, Practice. A 4-day residential workshop for professional developers, Geneva Park, Ontario, February 1987.
- Theory-of-Action Approach to Issues in Professional Development. Workshop for program developers. Vancouver Community College, January 1987.
- Potlatch 1986, 1987 and 1988. An annual 5-day residential workshop for college teachers. Naramata, British Columbia.
- Situational Teaching. NBCC, May 1986.
- Evaluating Student Learning. NBCC, May 1986.

- Effective Teaching: Responding to Differences Among Students. University of New Brunswick 15th Annual Effective Teaching Institute. April 1986.

- Adults as Learners I and II. Two one-week professional development courses for Community College teachers. Taught 1985-89, New Brunswick.

Publications

Ronald Smith

"Using Student Ratings to Improve Instruction" (with P. Cranton). Submitted to American Educational Research Journal (under review).

"If Professors are Adults," Journal of Staff Program and Organizational Development (with G. Geis) (accepted subject to revisions).

"Reconsidering the Unit of Analysis: A Model of Student Ratings of Instruction," Journal of Educational Psychology (with P. Cranton) (in press).

"Improving Teaching by Reflecting on Practice". To Improve the Academy: Resources for Student, Faculty, and Institutional Development, Vol 7, (pp.63-84). Edited by J. Kurfiss, L. Hilsen, S. Kahn, M. D. Sorcinelli, and R. Tiberius. POD/New Forums Press, 1988.

"Issues in Developing Professional Competence." Unpublished manuscript. Harvard Graduate School of Education. 1987.

"A New Look at the Effect of Course Characteristics on Student Ratings of Instruction", (with P. Cranton) American Educational Research Journal, Volume 23, No. 1, 1986.

Action Research: A Tool for Institutional Analysis and Organizational Development. Final Report with P. Cranton and M. Waller, Research Training Institute, John Abbott College, September 1986.

"A Theory of Effectiveness: Faculty Development Case Studies", in To Improve the Academy, 1985. Reprinted in Journal of Staff Program and Organization Development, Vol. 4 No. 1, Spring 1986.

Awards

1988 3-M Teaching Fellowship Award.

THE TEACHING DEVELOPMENT SERVICE

The Teaching Development Service continues to offer an individualized teaching consultation service to faculty members who are interested in analyzing and improving their teaching effectiveness. Normally, faculty who participate in the teaching consultation process work with a TDS consultant through three major stages of the process:

1. Early-semester analysis of teaching:

Relatively comprehensive information about the instructor's teaching is collected through an interview with the instructor, a classroom observation, a videotape, and a student questionnaire.

This information is then reviewed by the instructor and the consultant in order to identify teaching strengths, to discover possible areas for improvement, and to define improvement goals.

2. Continuing consultation on improvement strategies:

Instructors who elect to continue working in this collaborative arrangement, work with the consultant to find techniques and strategies which will enable them to accomplish their improvement goals. While activities during this stage vary widely, the consultant can help instructors find ways to capitalize on their teaching strengths, examine relevant research on teaching and learning, plan class activities which incorporate principles of learning, experiment with various classroom techniques and skills, and obtain continuous feedback about teaching/learning activities.

3. End-of-semester analysis of teaching:

Information about the instructor's teaching is again collected through classroom observations, a videotape, and a student questionnaire. The consultant and instructor review this information in order to assess progress toward improvement goals and to update their analysis of teaching strengths and areas for improvement.

During the past three years, approximately 30 instructors have participated in the consultation process at Concordia. Several of these instructors have used the process more than once.

All have reported that they've gained something of value, that the process was well worth their time and effort, and that they would recommend it to their peers. When asked what they liked most about the process, the most frequent responses have included:

"The opportunity to talk with someone about my teaching", "the systematic nature of the analysis and improvement procedures", and "the personal interest and support provided by the teaching consultant".

Completion of the 3 stages is optional. Faculty are invited to mix and match parts of the service in a way that is of most value to them individually.

If you think you might like to use our Teaching Development Service or if you would like more information, please contact us - Learning Development Office, 2492 West Broadway, local 2495. We'd be delighted to talk with you.

TEACHING DEVELOPMENT GRANTS

1986

M. Baldwin (Chemistry)\$1,000.00

To carry out the preliminary study needed for the organic group to make a pedagogical and operational evaluation of the feasibility of introducing microscale undergraduate organic laboratories at Concordia.

C. Bayne/G. Rajamannar (Quantitative Methods)\$1,550.00

To integrate the existing software packages for business and economic forecasting into a system that facilitates easier access by Concordia students taking the courses in Business Forecasting (QM 447 and QM 651) at the graduate and undergraduate levels.

T. Chabot (Ceramics & Sculpture)\$2,000.00

To start a collaboration with museums in developing a valuable slide library concerning ceramics directly related to teaching.

M. Douglass (Civil Engineering)\$3,000.00

To create an Initial Knowledge Base for instruction in Laboratory Procedures in selected experiments in (1) Soil Mechanics (2) Materials of Engineering.

To create an initial knowledge base for instruction in Structural Design.

L. Dyer (Management)\$ 300.00

To develop and validate a summary evaluation form which may be used for peer ratings of teaching effectiveness.

D. Frost (Geography)\$1,100.00

To write an introductory manual explaining step by step the operation of a new computer mapping package, GIMMS, recently acquired by the Geography Department for use by students in GEOG 366, Intermediate Cartography.

W. Gilsdorf (Communication Studies)\$1,000.00

To re-organize the Communications Studies Learning Centre.

A. Hemami (Mechanical Engineering)\$ 300.00

The improvement in teaching the engineering course ENGR C-213 - Descriptive Geometry.

S. Horner (Art Education & Art Therapy)

\$ 300.00

To prepare four series (sets) of slides with text and bibliographies to provide students in Art Ed./Art Therapy Studio classes.

S. Rankin (Library)

\$ 85.00

To attend the 15th Annual Workshop on Instruction in Library Use, May 14, 15, 16, 1986 in Ste. Anne-de-Bellevue, P.Q.

W. Reznicek (Theatre)

\$ 400.00

To prepare and conduct an experimental study skills workshop for scenography, students in September 1986.

T. Stathopoulos (Centre for Building Studies)

\$ 800.00

To design and construct simple educational models to demonstrate the location of centroids for various cross-sectional areas and the axial forces in the members of a truss for various loading conditions.

M. Tovar (Education)

\$2,200.00

Towards the development and evaluation of an interactive videodisc. To introduce faculty and students to the potential applications of this technology for teaching in educational and training environments.

L. Van Toch (Etudes francaises)

\$ 950.00

To organize a series of eight to ten workshops throughout the academic year 1986-87 in connection with the new certificate in teaching French as a second language to adults.

T. Waugh (Cinema & Photography)

\$1,500.00

For an experimental pilot course entitled "The Visual and Performing Arts in Canada in the 1980s" (FFAR 399 B).

J. W. Young (Geography)

\$ 500.00

To develop teaching materials for GEOG 358 "Economic Geography I" and GEOG 359 "Economic Geography II".